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ABSTRACT

A mail questionnaire was sent to the 64-member teaching staff of the Lord Selkirk Regional Comprehensive High School, in order to determine their preferences for school media services. A related area of interest in the investigation was the determination of the relationship between teacher characteristics (e.g., sex, age, subject area taught, educational attainment, and extent of teaching experience) and teacher preferences for media services. The findings of the study, documented by tables of data, are provided, as well as a review of related literature and a description of the research methodology. Appendices include the questionnaire used in the study and sample correspondence. (JD)

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PROJECTED SERVICE PREFERENCES OF SECONDARY SCHOOL TEACHERS

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Submitted to Dr. Lowell E. Olson
as a 4 credit research project
in partial fulfillment of the
requirement for
Lib. 8-990

and the Degree of
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ABSTRACT

PROJECTED SERVICE PREFERENCES OF
SECONDARY SCHOOL TEACHERS

by

Lois O.I. Sigfusson

This study ascertained, through a mail questionnaire, the projected school media service preferences recommended by the secondary school teachers of the Lord Selkirk School Division #11 in Selkirk, Manitoba, Canada. A related area of interest in the investigation was the determination of the relationship between teacher characteristics (such as sex, age, subject area taught, educational attainment, and extent of teaching experience), and teacher preferences for media services.

The technique used in this study provided the opportunity to assess preferences, clarify functions of the role of the school librarian, promote understanding, and promote teacher participation in the media program.

Instructional materials centers - Aims and objectives
School libraries - Aims and objectives
School libraries - Canada
School libraries - High school
School libraries - Relations with teachers and curriculum
Surveys - Instructional materials centers
Surveys - School libraries

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L.O.I.S.

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Chapter 1

INTRODUCTION

The age of technology is here and it brings with it new techniques of instruction and new informational approaches based on new developments in the field of learning theory. Neither the teacher nor the media generalist can afford the luxury of isolation if either is to remain abreast of developments in this dynamic period. Today's media generalist must be more of an activist than the genteel professional of the past ever imagined. This is necessary in order to justify the school media generalist's professional existence.

Both teachers and media generalists are indispensible to the functioning of an efficient school media center program. However, the teacher's frequency and depth of contact with the student cannot be matched by the media professional. A recent investigation concluded that the factor of teacher influence was the only one of three possible causal elements which correlated in a significant fashion with the students' use of the library (Blazek). Frequent library or media center utilization by the teacher is the major ingredient for student use.

The media generalist may be only a secondary influence on the student, but he or she is definitely the primary media resource consultant of the teacher. The media professional influences the teacher and is therefore in a critical position for promoting full student use of the

library's resources. If media center services fail to reach the teacher, they in turn fail to reach the student. However, it has been observed that teacher use of the school media center is often minimal; too seldom does the teaching faculty fully utilize the range of resources and services provided through the media program. Research has concluded that classroom teachers have not realized the potential of the media center as an integrative force with classroom instructional programs (Tielke, 1968). Furthermore, Tielke states that the library program has often been developed through the initiative of the librarian with little participation by teachers or other professional personnel (Ibid.).

Purpose:

The media generalist needs the teacher in order to perform effectively and to promote optimum use of the school media center. What school media services are most preferred by teachers and would therefore have the greatest chance of success in encouraging exhaustive teacher use of the school media center? This present study seeks to explore the problem of determining secondary school teacher preferences for school library media services. Because resources are always limited, it is necessary to determine what services - or what mix of services - are considered, by teachers, to best support the educational objectives of the school.

A related area of interest in the study was to determine what teacher characteristics (such as sex, age,

subject area presently teaching, and the like), if any, are significantly related to the stated teacher preferences. This aspect of the study is of interest in its own right but was intended mainly to yield further information relevant to the primary purpose of measuring the intensity or magnitude of teacher priorities for media services.

Content and Organization of the Study

The present investigation is composed of five major parts. Chapter 1 consists of an introduction; Chapter 2 contains a review of the present research and related studies concerned with teacher media service preferences; Chapter 3 describes the design of the study, the study population, the development of the study instrument, limitations of the study, the collection of data, and statistical procedures used in analyzing the data; Chapter 4 analyzes data and findings; and, Chapter 5 summarizes the principal findings and provides conclusions and recommendations for future study.

Summary

The focus of this study is on determining the projected service preferences recommended by secondary school teachers. Knowledge gained from this investigation may help school librarians decide on the best way to utilize the limited resources of the media center for the maximum effect. As well, this process is valuable in generating

teacher interest, awareness, and involvement in the media center program.

Chapter 2

REVIEW OF RELATED LITERATURE

The role of the classroom teacher is crucial in promoting and expanding library services, yet few studies have been conducted to determine what teachers view as important school library media services. A study of the literature reveals that the emphasis has been primarily on means, on what media centers have - i.e. resources or inputs - rather than on ends, what is done for the users - i.e. services or outputs.

Landmark Studies

The first attempt to measure the importance of library services to teachers was undertaken in 1958 by the pioneering effort of the National Education Association Research Division's study entitled, The Secondary-School Teacher and Library Services. The purpose was to:

> "Study school library services as they are viewed by secondary school teachers and to obtain information about how and to what extent teachers use these services. A second purpose was to obtain information concerning the value of these services as recognized by teachers. Third, and most important, the study was designed to collect information that would be useful in improving library services." (N.E.A., 1958:5)

Questionnaires were sent to 5,000 teachers of both large and small urban areas. The small return rate on the questionnaire (29.4 percent) casts doubt on the representativeness of the study, but its findings are of interest as a background for the present investigation.

Perhaps the most important result of the study was the breakdown by subject area of teacher use. English, social studies, and science teachers were the dominant library users and tended to rate the services of the library higher than infrequent user groups such as business education, industrial arts, and mathematics teachers. The study reported that a major expansion of materials and services should be extended to art, foreign language, music, household arts, health, and physical education. The investigation raised an important question:

> "Are the limited library services available in these subject areas (math, business, etc.) the result of a limited demand for them, or is the limited use of the library services in these areas the result of the limited services that are available?" (N.E.A., 1958:18)

Two years after the N.E.A. study, Sister Mary Peter Claver made a study of student and faculty use of, and attitudes toward, the library in three midwestern Catholic high schools. Questionnaire results revealed that there is a lack of agreement concerning the importance of library materials among teachers within the same subject areas. The study also confirmed the N.E.A. finding that English, social studies, and science teachers were the major users of library materials, and that the major users tended to rate library materials as adequate.

The major study of the 1960's which concentrated on school library services was done by Mary Gaver in 1969 and is the work upon which the questionnaire for this investigation is based. In Gaver's study, the services of 44

schools, which constituted a selected sample of outstanding media centers throughout the country, were compared to the services offered by 32 "typical" New Jersey high school libraries. However, Gaver's extensive checklist of 274 media service fails to express the media program outputs in terms of functions performed for the user. It also reflects the preoccupation with the evaluation of existing media center programs and the inadequate emphasis currently placed on assessing users' priorities for the various media services.

Evaluative Instruments

The focus of the majority of studies has been to develop inventories of tasks and services which the media center might provide. Many of these evaluation instruments are quantitative measures which emphasize the number of resource materials, the amount of space provided for the library, and the ratio of personnel to potential users (Henne, Ersted, and Lohrer, 1951; Liesner, 1976; Wert, 1972). Recently there has been an increased emphasis on evaluating the quality of media programs by considering the kind and range of services (Brown and Baldwin, 1974; Gaver, 1971; Gaver and Jones, 1966; Liesner, 1976; Loertscher, 1973; Loertscher and Land, 1975; Loertscher and Stroud, 1976; Wert, 1972). This concentration on qualitative evaluations has resulted in an expansion in the number and scope of services enumerated in professional guidelines. Phase I of the National Education Association's School Library Manpower Project in 1968 identifies duties and tasks

performed by outstanding school librarians. The Behavioral Requirements Analysis Checklist, (Case and Lowrey, 1973), which developed from the task analysis study of the School Library Manpower Project, identifies job functions which library personnel should be capable of performing. It lists seventy-five separate functions and an average of eight tasks for each of the seventy-five functions.

Role Expectations for the School Librarian

A significant trend in research has been to study the role expectations held for the school librarian by teachers and other professional school personnel (Bucher, 1976; Cantor, 1975; Komatos and Jarvis, 1965; Pfister and Alexander, 1977; Olson, 1966; Walker, 1967). These studies seem to be rooted in the following argument: If a school library media generalist is to interact efficiently with the other school personnel, this person must know what expectations others hold for his role and how closely these expectations match his own expectations. The majority of the conclusions indicate that significant differences exist in the role expectations held by school librarians, teachers, and school administrators for the role of school library media generalist. Clearly, librarians need to inform professional school personnel about their roles and services.

A study done by Hilda L. Jay (1970) sought to identify deterrents to the use of secondary school libraries as a teaching tool, and to use this information to increase the use of the instructional materials already owned by

schools. Jay found that teachers most often cited the following deterrents as barriers to their using the library as a teaching tool: time, assessibility, familiarity with library materials, and conviction that library usage was necessary to teach their subject. Approximately one-third of the study participants later took part in inservice training with the investigator, and results indicated evidence of increased use of library materials as well as changes in classroom procedures (Jay, 1970).

Service Priority Planning Technique

James W. Liesner (1976), developed planning instruments for school library media programs, one of which is specifically designed for "Determining Preferences for School Library Media Center Services." This technique was devised as a means to specifically document and encourage client participation and input in the local media center program decision-making process, with the view that such participatory decision making may reflect local or special program needs. The objective of this technique is "to carefully determine the service priorities or the relative importance or desirability of various alternative media-service arrangements for a specific school or group of clients" (Liesner, 1976). Respondents are asked, first individually and then as a group, to allocate 1,000 points among the entire range of potential service alternatives. There are five broad categories of service and subsections

within each. The distribution of the 1,000 points should precisely reflect the individual's opinion on the relative importance or value of these service categories in meeting his or her needs. The results of this method of assessing service preferences is a consensus on the relative value of the alternative services, which then become the objectives and priorities for the media program. Liesner warns that resistance may be expressed to the use of quantities, 1,000 points, to express values, but that the technique nevertheless is very successful in generating involvement, interest, and expanded awareness among the media center clients.

Reports of the application of this service-priority determination technique are not to be found in the current literature. The most serious obstacle to implementation of this process may be the passive rather than assertive role that many perceive as being most appropriate for school media generalists.

Summary

The professional literature provides no final answers to the questions that ask which media services teachers prioritize. The literature reflects a great inadequacy in the field today in the area of eliciting and analyzing teacher preferences for effective school media services. Studies have rather concentrated on examining the role expectations held for school librarians and on quantitatively describing existing media service patterns. This pattern

suggests that the following assumptions are being made in the literature today: that the school librarian's subjective judgments regarding service offerings are appropriate and adequate; the teachers desired priorities are being ignored; the role of the media specialist does not include eliciting teacher preferences and incorporating those latent service needs and priorities into the media center's total program; the present media services are satisfying all of the teachers' preferences. However, by focusing on assessing and documenting teacher service priorities, greater client awareness of services - and demand for services - will result. In this way, full teacher use of the media center can be promoted.

Chapter 3

DESIGN AND PLAN OF THE STUDY

The primary purpose of this investigation was to explore the problem of determining the school media service priorities of secondary school teachers. The present chapter reviews the scope and major objectives of the study and outlines the ways in which the data were collected and analyzed.

Major Hypotheses Tested

The study was directed towards testing the following hypotheses as they relate to the sample of secondary school teachers:

I. The teachers rank over 51 percent of the services as important or essential.

II. Teacher preferences for school media services do not differ on the basis of the job functions (teaching, administration, and guidance activities) of a school library media generalist.

III. Teacher preferences for school media service functions do not differ on the basis of:

   A. Sex

   B. Age

   C. Subject area presently teaching

   D. Educational attainment

   E. Years of teaching experience

IV. Teachers whose professional training included

instruction in library use:

A. View the media center as a crucial part of the school's educational processes.

B. Consider the media center absolutely necessary for performing their teaching duties.

The Study Population

The population for this study consisted of the total teaching staff of the Lord Selkirk Regional Comprehensive High School in the town of Selkirk, Manitoba, Canada. The school is situated twenty-five miles north of Winnipeg, Manitoba and is the only secondary school in the Lord Selkirk School Division No. 11. Interest in involving this school in the present study generated from the investigator's past experiences as a student and teacher in the school division. Knowledge of the service priorities of Canadian, and specifically Manitoban, teachers was desired because the investigator is preparing for a career as a school librarian in the province of Manitoba.

The school employs one full-time librarian, one library assistant, and one library aide. Approximately 1125 students were enrolled in the school when this study was implemented in the second semester of the 1977-78 academic year.

Characteristics of the Population

The Canadian governmental agency responsible for

data gathering, Statistics Canada, publishes yearly reports on the qualifications, salary, experience, and personal characteristics of Canadian public school teachers. For comparison purposes, the most recent national figures are listed in the table below together with corresponding data which reflect the characteristics of the teacher population of this present study.

Table 1

Teacher Characteristics

Characteristics		Study Population	Canadian Secondary School Teacher Population[1]
Sex	F	40%	31%
	M	60%	69%
Age	20-30 yrs.	27%	34.5%
	31-40 yrs.	42%	35.3%
	41 yrs. and over	31%	30.2%
Median Years of Teaching Experience		8.5	9.0
University Degree(s)		85%	84%

[1]Statistics Canada, Salaries and Qualifications of Teachers in Public Elementary and Secondary Schools, 1976-77. (Ottawa: Statistics Canada, 1978).

A comparison of teachers included in the study with their colleagues nationally suggests, to some degree, how similar they are to Canadian secondary school teachers in general.

Sex, Age, Teaching Experience, Education

Similar to the national population of secondary school teachers, more than half of the respondents in this

study were male (60 percent). The largest number of teachers - both nationally and in this study - were in the thirty-one to forty year age bracket (35.3 percent and 42 percent respectively). Canadian census figures indicate that nine years of teaching experience is the median number of years of experience for secondary school teachers on a national level. In the study population, 21 percent of the teachers reported one to five years in the classroom, 46 percent reported six to ten years, and 33 percent have taught eleven years or more. The median teaching experience for teachers in the study was 8.5 years. In this study, 85 percent of the participating teachers held one or more university degrees. On a national level, in Canada, 84 percent of the secondary school teachers report having earned a university degree.

The above findings on personal characteristics, teaching experience, and academic preparation of the study participants indicate that the classroom teachers involved resemble their colleagues on a national level with respect to age, sex, educational training, and teaching experience. Thus, the sample of teachers in this study is representative of all secondary school teachers in Canada with respect to the characteristics probed and discussed in the present study.

Description of the School

The comprehensive nature of the school is reflected in the wide range of seventeen program majors offered. Of

the total sixty-four teaching staff members, thirty-seven are academic teachers and the remaining twenty-seven teach vocational subjects. The school's major purpose is to provide technical and vocational training as an integral part of the whole curriculum. Mr. Ed. Dyck, principal of the school, provides a synopsis of the school's major goals and purposes with the following statements:

> The Lord Selkirk Regional Comprehensive School serves the town of Selkirk and the surrounding areas, including the Agassiz, Interlake and Evergreen School Divisions, in providing for education to meet a wide spectrum of interests in Grade X - XII. The school and program have been designed with the scope and flexibility to meet current and future needs.
>
> Students in this school have the opportunity of taking courses covering a wide range of interests, gathering credits which will serve them well in life as citizens, whether they choose to go directly into work or plan to continue their education at the post secondary level. Courses are designed so that the student who majors in any special area, will meet the requirements of either the employer or post secondary institution.
>
> The staff of this school understand the need for relevance in curriculum and learning. To this end they provide practical experience in group projects such as bicultural student exchanges, international travel projects, or on-the-job training. (Student Handbook, 1978:1)

It is clear to see that the school seeks to provide the breadth of educational experiences and curricula needed by the heterogeneous secondary school population of today.

The Study Instrument

Because of the relatively large number of people involved in this study, and the great distance between the sample population (in Selkirk, Manitoba) and the investigator

(in Minneapolis, Minnesota), a questionnaire appeared to be the most appropriate method for obtaining data. The instrument, a four-page questionnaire, a copy of which is given in Appendix A, was based on a 274 item checklist of media services developed by Mary V. Gaver (1969) in her national study designed to measure the number of media services provided by school library staff to students and faculty. For the purpose of carrying forth this study, it was assumed that the Canadian and American educational systems through high school diploma are roughly parallel - with respect to operating in similar cultures, standard of living, language, age of students, and length of formal schooling. On the basis of this assumption - which in itself is too great an issue to fully investigate within the limits of this paper - Gaver's service list was considered valid and applicable in Canada. Questionnaire items were chosen by the investigator on the basis of:

1. Their being direct, rather than indirect services for the users of the school library.
2. Their statement or implication of importance in the literature of the field.
3. Their relative significance as considered by librarians with whom the investigator has had contact.

For purposes of this investigation, then, only direct services which were classified within the categories of teaching, administration, and guidance functions of a school

librarian were considered for inclusion in the questionnaire. The term "function", is being defined as "those activities assigned to the occupant of a role" (Reading, 1977). Technical activities, such as cataloging, which essentially convert resources (inputs) into services (outputs), were considered indirect services to patrons and were not included in the survey form. The instrument finally developed seemed capable of producing appropriate information about the respondents' preferences for school media services and their backgrounds.

The questionnaire provides for the rating of professional services, rendered by school librarians, by means of the following scale:

1 - NOT ESSENTIAL	4 - IMPORTANT
2 - NOT IMPORTANT	5 - ESSENTIAL
3 - DESIRABLE	X - NO OPINION

The teachers were directed to rate their degree of preference for each activity by circling the appropriate number on the scale. The respondents were also instructed to conceptualize their service preferences within the theoretical framework of an exemplary school media program that does not have budgetary and personal constraints. This study is not an evaluation of an existing library service program. Rather, the purpose was to ascertain the service preferences of the teachers in a theoretical and exemplary situation.

The four page survey contains eighty-two items that

were grouped according to the main functions of a media professional - i.e. the teaching, administration, and guidance areas. These variables require the use of the rating scale as described above. In addition, four open-ended questions gave the teachers the opportunity to list other services that they consider important for the full exploitation of media center resources. Section D of the questionnaire consisted of nine items designed to elicit background information.

The statements employed were intended to be simply understood and familiar to the respondents. A total of fifteen teachers were used as a pilot study to test these aspects. Subjects in the study were considered to share jargon and conceptual frameworks with the teachers in the pilot study group. In addition, double negatives and long questions were avoided. If respondents encountered unfamiliar or vague terms they could check the "NO OPINION" category, thus removing some of the error introduced by such misunderstandings.

Securing Participation in the Study

Permission to administer questionnaires to the high school teachers was asked, in writing, of Mr. Wm. Regehr, the superintendent responsible for the school. (Exhibit 1, Appendix B) After this permission was granted, the school principal, Mr. E. Dyck, and the school librarian, Mr. S. Petrowski, were advised by letter of the proposed plans to

survey the teachers of the school. (Exhibit 3, Appendix B) Approval to use human subjects in this research was requested of, and granted by, the University of Minnesota's, "Committee on the Use of Human Subjects in Research" (Exhibit 7, Appendix B).

Collection of Data

Questionnaires were mailed to the sixty-four teachers on May 18, 1978 (Appendix A). Each questionnaire had a return address and stamp and was accompanied by a cover letter which informed the teachers of the nature and purpose of the study, invited their consent and participation in the project, expressed the confidentiality of the data, and outlined the procedures to be followed (Exhibit 4, Appendix B).

A follow-up letter was sent out on June 5, 1978, to those teachers who had not responded (Exhibit 5, Appendix B). A third mailing (second reminder) was made on June 16, 1978 to those who had not yet replied. This consisted of a letter (Exhibit 6, Appendix B) and a second copy of the survey form. This procedure succeeded in eliciting a 75 percent response rate from the sample population (i.e. forty-eight of the sixty-four teachers responded).

Statistical Procedures

The questionnaire data was analyzed by means of the computer language for statistical analyses called SPSS, which is short for Statistical Package for the Social Sciences.

Most calculations were done through the services and facilities of the University of Minnesota's Computer Center, under the guidance of Mr. Paul Grabow, a graduate student in Computer Science.

Because the study was exploratory in nature, descriptive statistical measures of central tendency and variation - such as the mode, mean, and standard deviation - were used to analyze data obtained for hypotheses I and II. Frequency counts of how often each value occurs in the particular data set were computed for hypothesis I.

The grand mean and grand standard deviation was calculated for each of the three functions of a media generalist (teaching, administration, and guidance activities) for purposes of relating the means of individual variables to the grand mean of its respective function. The most and least preferred services in the teaching category were considered to be those falling above or below the .5 standard deviation point from the grand teaching mean. The 1 standard deviation point above and below the grand means for the administration and guidance functions were used as the cut off levels for separating the most and least preferred activities in those categories.

T-tests for determining the significance of difference between means for two groups were used in analyzing data obtained for hypothesis III. Crosstabulation analysis was performed to study the relationships explored by hypothesis IV.

Limitations of the Study

The following were noted as limitations in this study:

1. The study was limited to the teaching staff of the Lord Selkirk Regional Comprehensive High School in Selkirk, Manitoba, Canada.
2. Inferences from the findings of this study may be applied only to the population sampled. Further research in other settings would be necessary in order to apply the findings on a broader scale.
3. The data collected in this study were based on the participants' expressed preferences for school media services. Any conclusions, therefore, depend on the ability of these people to express, honestly and openly, their projected preferences.
4. Bias could be introduced by the failure to obtain questionnaire data from 100 percent of the teachers sampled.

Summary

This study was designed primarily to investigate the media service preferences of secondary school teachers and to attempt to identify factors which may be significantly related to these preferences. A questionnaire, based on V. Gaver's 1969 checklist of library services, was designed to elicit data for the study and to secure personal data

about participants. This instrument was tested on a small number of teachers before being mailed to the study population of sixty-four teachers of the Lord Selkirk Regional Comprehensive High School in Selkirk, Manitoba, Canada. Seventy-five percent of the secondary school teachers responded to the questionnaire. The data were analyzed to provide general information about the study participants and to explore the projected media service priorities of the teachers.

Chapter 4

PRESENTATION AND INTERPRETATION OF THE DATA

The basic purpose of this study was to examine the projected service preferences held by secondary school teachers for the school library media center. The respondents were asked to indicate their degree of preference for a service by circling a number on a scale ranging from not essential to essential or by indicating "no opinion". As outlined in Chapter 3, this investigation was directed toward the testing of four hypotheses related to the media service priorities of secondary school teachers. This chapter will present and analyze the data related to those four purposes. In addition, outstanding service preferences will be examined: a general discussion of the most and least preferred services within each job function of the school librarian will be undertaken. For each of the eighty-two closed-ended questions listed on the questionnaire, the responses were weighted in value as outlined by the rating scale. A response in the essential column was assigned a value of five points; important, four points; desirable, three points; not important, two points; not essential, one point; and, no opinion, zero points.

HYPOTHESIS I:

The teachers rank over 51 percent of the services as important or essential.

In order to get a clear picture of the strength or

degree of preference for the services, a comprehensive table was constructed which presents the modal and mean responses for each service activity (see Table II). Eighty-two closed-ended services are presented in rank order according to the modal response of the study population. Thus, the list of services is arranged from those services which have the strongest and highest preference rating (i.e. those rated as essential) to those services which are preferred least (i.e. considered not essential). The mean response will also be presented for each activity, after the modal ranking arrangement.

The following pattern of projected service priorities can be derived from the results compiled in Table II: twenty-three services received a mode value of five and are therefore considered to be "essential" services by the teachers; twenty-five services have a mode value of four are therefore rated as "important" by the teachers; twenty-nine services were considered "desirable" and have a mode value of three; only three services were rated "not important", as reflected in their mode value of two; and, two services were rated "not essential" as indicated by their mode value of one.

Of the eighty-two services ranked by mode (and secondarily, by mean value) in Table II, forty-eight (58.5 percent) were judged by the teachers to be essential or important for the best support of the educational objectives of a school. This block of services might be referred to

Table 2

Services Preferred by Teachers: Modal and Mean Responses
(Ranked by Mode)

Service Number and Description		Service Preferences			Service Number and Description		Service Preferences		
		Mode	Mean	Rank			Mode	Mean	Rank
A1C	Assist young people to develop ability in reading	5	4.542	1	B21A	Making audiovisual materials and equipment available for use in the media center	5	4.229	13
B11	Making available reference materials	5	4.542	2	A2C	Provide direct teaching of reading skills	5	4.188	14
B21B	Making audiovisual materials and equipment available for use in the classroom	5	4.479	3	A3A	Provide instruction in the use of the media center to develop good study habits	5	4.146	15
A3B	Provide instruction in the use of the media center to develop patterns of independent learning	5	4.468	4	C1D	Provide individual student with guidance in reading through assistance in selection of reading materials	5	4.104	16
B22B	Making print materials available for use in the classroom	5	4.417	5	C2B	Provide tours of the media center	5	4.021	17
C2D1	Provide Orientation for new students	5	4.375	6	C5D	Media center staff counsel teachers in the selection of books	5	4.021	18
C2D2	Provide orientation for new faculty	5	4.375	7	B8	Make available general periodical and newspaper indexes, such as the Readers' Guide	5	3.979	19
B20	Consult with teachers about desired additions to the library collection	5	4.375	8	C1K	Provide individual student with guidance in reading through reference assistance	5	3.979	20
B22A	Making print materials available for use in the media center	5	4.333	9	A3D	Provide instruction in the use of the media center to develop critical evaluation of all media	5	3.913	21
B9	Provide facilities (carrels and the like) for individual study in the media center	5	4.292	10	C5A	Media center staff involved with faculty on school curricula	5	3.894	22
C1C	Provide individual student with guidance in reading through assistance in location of reading materials	5	4.250	11	B22C	Making print materials available for use in the home	5	3.250	23
C6A	Publicize new acquisitions of the media center	5	4.234	12					

Table 2 (continued)

Service Number and Description		Service Preferences			Service Number and Description		Service Preferences		
		Mode	Mean	Rank			Mode	Mean	Ra
B10	Making available career educational materials	4	4.234	24	B2A	Utilize paperback books as part of the media center collection in the following manner: as multiple copies of books in heavy demand	4	3.957	33
B14	Inform faculty of media center services and resources	4	4.229	25	B17	Consult with other school and public librarians	4	3.894	34
C1G	Provide individual student with guidance in reading through communication with teacher	4	4.125	26	B12	Providing equipment and materials in microfilm	4	3.875	35
B5	Place materials on reserve	4	4.068	27	B4B	Organize the media center as a central unit for textbooks and other learning materials	4	3.872	36
A3C	Provide instruction in the use of the media center to develop study and learning skills including use of appropriate non-print media	4	4.043	28	C4D	Give listening/viewing guidance through circulation of media equipment and materials	4	3.809	37
B3	Inform users on services and materials available at public, university and special libraries in the area	4	4.000	29	C5C	Media center staff counsel teachers in the selection of AV materials	4	3.792	38
B4C	Organize the media center as a central unit for all faculty in ordering new media	4	4.000	30	C4C	Give listening/viewing guidance through free access to facilities for individual listening/viewing	4	3.733	39
B6	Provide hours of service to users beyond regular school hours	4	3.979	31	B4A	Organize the media center as a central unit for information on all community resources for education (human, museum, field trips, and the like)	4	3.702	40
B16	Make available to the faculty, through a professional collection, knowledge of recent developments in subject areas and the general field of education	4	3.958	32	A4	Conduct and/or participate actively in in-service educational programs	4	3.681	41

Table 2 (continued)

Service Number and Description		Service Preferences			Service Number and Description		Service Preferences		
		Mode	Mean	Rank			Mode	Mean	Ra
C3C	Provide student groups with guidance in reading through displays and exhibits	4	3.660	42	A1B	Assist young people to develop ability in viewing	3	3.917	52
C4B	Give listening/viewing guidance through posting of information about mass media programs	4	3.638	43	A1A	Assist young people to develop ability in listening	3	3.875	53
B23A	Providing other services, such as: Circulating publishers' announcements and catalogs	4	3.574	44	C6B	Publicize school media center activities for students and teachers	3	3.766	54
B23D	Providing other services, such as: providing multimedia resource collections for classrooms	4	3.563	45	A5	Design programs related to materials, services, and policies of the media center	3	3.745	55
C1A	Provide individual student with guidance in reading through conferences with individuals	4	3.404	46	B1	Provide for the loan of materials from one library to another	3	3.708	56
B15	Schedule classes in the media center	4	3.292	47	B7	Make available departmental (or auxiliary) special collections	3	3.708	57
B19	Invite public librarians to the school to promote services of public library	4	3.255	48	A2B	Provide direct teaching of viewing skills	3	3.617	58
C5B	Media center staff plan and team with teachers for classroom media presentations	3	4.000	49	A2A	Provide direct teaching of listening skills	3	3.574	59
C2C	Provide a media center handbook (or a section in the school handbook)	3	3.971	50	C4A	Give listening/viewing guidance through lists of recommended media	3	3.565	60
C2A	Provide a map of the media center	3	3.917	51	B23C	Providing other services, such as: assuming responsibility for the care and maintenance of AV equipment	3	3.563	61
					C2E	Provide talks to adult groups on media center's materials	3	3.500	62

Table 2 (continued)

Service Number and Description		Service Preferences			Service Number and Description		Service Preferences		
		Mode	Mean	Rank					
C6C	Publicize public library activities for teachers and students	3	3.500	63	C1H	Provide individual student with guidance in reading through a vacation reading program for students	3	3.085	72
C3B	Provide student groups with guidance in reading through distribution of reading lists	3	3.458	64	C6E	Publicize film programs	3	3.043	73
C1B	Provide individual student with guidance in reading through individualized reading lists	3	3.417	65	C1E	Provide individual student with guidance in reading through parent-teacher-librarian conference	3	3.043	74
C6D	Publicize reviews and/or annotations of materials	3	3.404	66	C1I	Provide individual student with guidance in reading through long-term loans on books for summer reading	3	3.021	75
B1B	Keeping informed of coming assignments by regularly surveying forthcoming teaching units	3	3.362	67	C6F	Publicize radio, television, and other media programs	3	2.915	76
C3A	Provide student groups with guidance in reading through class discussions	3	3.313	68	B2C	Utilize paperback books as part of the media center collection in the following manner: for sale by another agency in the school	3	2.457	77
C1F	Provide individual student with guidance in reading through communication with guidance counselor	3	3.271	69	B21C	Making audiovisual materials and equipment available for use in the home	2	2.660	78
B23B	Providing other services, such as: producing AV materials and assisting others in their production	3	3.188	70	C1J	Provide individual student with guidance in reading through maintenance of reading records on students	2	2.521	79
C3D	Provide student groups with guidance in reading through book fairs	3	3.152	71	B2B	Utilize paperback books as part of the media center collection in the following manner: for sale by the media center	2	2.489	80

Table 2 (continued)

	Service Number and Description	Service Preferences		
		Mode	Mean	Rank
B13	Arrange field trips	1	1.935	81
B2D	Utilize paperback books as part of the media center collection in the following manner: given free to students for personal collection	1	1.761	82

as "basic" or "foundation" services in the eyes of the teachers. They are given the highest priority and, from the teachers' perspective, ought to form the backbone of a school media program. The importance of these services cannot be minimized, for failure to provide them might eliminate all chances of working closely with teachers.

Based on the evidence presented in Table II, it is clear that the teachers considered the majority of services (forty-eight of the eighty-two activities) to be essential or important: the mode value of four or five was the most frequent response for 58.5 percent of the service activities. This caused the investigator to accept the first hypothesis in this study: the teachers rank over 51 percent of the services as important or essential.

The technique used to test hypothesis I is useful in a number of ways:

1. The list may be used as a planning instrument to assist in setting service priorities.
2. The first forty-eight services (all of which received a mode value of five or four) might be considered "basic" services which every media center should offer regularly.
3. Library and instructional technology educators could use the list as the basis of one part of their instructional programs.
4. Workshops and inservice programs could be structured around techniques of providing and

improving the services which appeared toward the end of the list.

5. Instructors of education courses could use the list to inform prospective teachers concerning the services they might expect from a media staff.
6. School library supervisors might use the expressed service priorities for a systematic evaluative check during school visits.

HYPOTHESIS II:

Teacher preferences for school media services do not differ on the basis of the job functions (teaching, administration, and guidance activities) of a school library media generalist.

Testing hypothesis II involved calculating the teachers' grand mean and modal responses across each of the three job functions of teaching, administration, and guidance activities. The grand mean for each of these categories was derived by finding each respondent's mean (or, arithmetic average) for each category, by totaling these mean values, and by then dividing by the number of respondents (i.e. 48). The grand mode was calculated in the same way (see Table III).

The two-tailed t-test of probability was used to determine whether any statisitically significant difference existed between the mean scores of the teaching, administration, and guidance groups. Statistical significance relates

mainly to the probability that a certain result could occur by mere chance. The two-tailed probability test was the most appropriate preceedure to use because the relationships of the service function preferences were unknown. In view of the exploratory nature of the study, relationships which met or were less than the .05 level of probability between the teaching and administration groups, and the teaching and guidance groups, were considered statistically significant. With regards to the two-tailed test of probability, the 5 percent level of confidence means that there is a 2.5 percent chance of getting those results in each tail of the bell-shaped curve. Table IV provides the results of the t-test for the three broad categories of teaching, administration, and guidance activities.

Table III

FUNCTION	GRAND MEAN	GRAND MODE	STANDARD DEVIATION
Teaching	4.063	4.000	.697
Administration	3.667	4.000	.559
Guidance	3.500	3.000	.583

The grand mode indicates the value of the preference that has occurred most often in the results. The teachers most frequently rated the activities within the teaching and administration functions as four, i.e. "important", while their most frequent rating of a guidance activity was the less strong priority rating of three, i.e. "desirable"

(see Table III).

Table IV

FUNCTION	MEAN	2 TAILED PROBABILITY LEVEL
Teaching Administration	4.063 3.667	*.000
Teaching Guidance	4.063 3.500	*.000
Administration Guidance	3.667 3.500	*.031

*Level of Significance = .05 (i.e. the probability of getting the value by chance is five times in 100 trials)

Analysis of the data revealed a statistically significant difference in mean scores between all combinations of pairs between the teaching, administration, and guidance categories (see Table IV). This evidence led to the rejection of hypothesis II, as the t-test results indicate significant differences in teacher preferences between job functions (teaching, administration, and guidance areas) of the school librarian. On a continuum of teacher service preferences, teaching activities were rated the highest in priority, administration services were ranked second, and the guidance function ranked third.

Priority rating for formal and informal instructional activities is perhaps a reflection of the teacher's training and expertise. As educators, they are most concerned with activities that are most totally involved in

the teaching and learning process. The development of the necessary interests and skills and the extension of client independence in the utilization of media resources was the area of greatest preference for the respondents.

The preference for the administration function over the guidance function could possibly be due to the fact that administrative service are fundamental or at least supportive of most of the other services. As well, administration is the most traditional service category and, through experience, the teachers have learned of the great importance of this category to the total media operation.

The guidance function area includes student guidance work, together with media staff consultations with teachers on school curricula, selection and use of media and media services, and other activities which involve the media specialist in systematic instructional planning and development. Lowest priority given to this function possibly suggests either that teachers feel that school librarians do not have the necessary expertise to provide this level of consultative assistance and direction -- or, that the teachers feel defensive and are unwilling to share their ideas and plans with the media professional. If this is so, greater teacher awareness of services and the utility of these services is necessary to promote an increase in service demands. This would very much be in the media generalist's and the client's self-interest.

In order to determine which activities were most

and least preferred by the teachers, the mean value of each service was compared to the grand mean for its respective category. The .5 standard deviation level above and below the mean was arbitrarily chosen as the point which separates relatively neutral services from those most and least preferred in the teaching category. Teaching services falling into the most and least preferred areas were designated as those items .5 standard deviation (.349) above or below the grand mean (4.063) for the teaching function (see Table III).

The teaching services above 4.412, i.e., those services ranked as the most important, were: items A1C, "Assist young people to develop ability in reading"; and A3B, "Provide instruction in the use of the media center to develop patterns of independent learning." Item A1C received the highest mean score (together with item B11) of all activities listed on the questionnaire. It reflects the service which has traditionally been the responsibility assigned to school librarians, i.e., assisting students in the development of their reading abilities. This traditional demand has been coupled, by the respondents, with a preference for the teaching of media center use to develop the individual student's learning capabilities (item A3B).

The teaching services receiving mean ratings lower than .5 standard deviation below the mean - that is, below 3.714 - included items A2A, "Provide direct teaching of listening skills", and A2B, "Provide direct teaching of viewing skills." These expressions of lowest priority of

teaching services are symptomatic of the school librarian's problem of often not being fully recognized and accepted as a member of the teaching team. Although the teaching function as a whole received the highest grand mean value (see Table III), the fact that two of the direct teaching activities received low preference ratings (and were ranked 58th and 59th in Table II) indicates that this type of service posed a threat to some of the respondents. To them, the school librarian does not possess the competencies of a teacher, and teaching services such as A2A and A2B represent an attempt at overtaking their prized role as the learning agent and diagnostician. Also, these results indicate that the teachers prefer not to emphasize the teaching of listening and viewing skills. This could be indicative of the way in which the respondents' view the role of the school library: they place far greater importance on the print resources of the library as opposed to the nonprint (listening and viewing) resources, as shown by their lowest preference ratings for items A2A and A2B. The teachers on the majority, have not completely made the conceptual transition from a book oriented school library to a multi-media resource learning center.

In order to separate the outstanding preferences from the large majority of services within the administration and guidance functions, the one standard deviation point above and below the mean values were selected as the cut-off points for the most and least preferred activities.

The mean response across all items in the administration category was 3.667 with a standard deviation of .559 (see Table III).

The administrative services above 4.226, i.e., those services preferred the most, were activities B9, B10, B11, B14, B20, B21A, B21B, B22A, and B22B (see Table II or Appendix A for a description of these services). Of this block of 9 services, 7 were concerned with making materials and facilities available for use in the media center and/or in the classroom. The other two services pertained to consultation activities to keep teachers up to date on the media center program and to invite their suggestions or additions to the library collection.

The administrative services receiving mean ratings lower than 3.108 (one standard deviation below the mean) were the activities least preferred. This group included items B2B, B2C, B2D, B13, and B21C (see Table II or Appendix A). Three of these low priority services clustered around the idea of giving or selling paperback books to students in the school; another related to arranging field trips; and, the last service concerned making audiovisual materials and equipment available in the home. Clearly, the teachers consider the media generalist's reponsibilities to end at the school building level and do not see the media center as a profit-seeking or donation enterprise.

Guidance services falling into the categories of most and least preferred were designated as those items one

standard deviation above or below the grand mean for the guidance function. The mean response across all items in the guidance category was 3.500 with a standard deviation of .583. Those services above 4.083, i.e., those preferred the most, were items C1C, C1D, C1G, C2D1, C2D2, and C6A (see Table II or the questionnaire in Appendix A for a description of these services). Three of these six strongest preferences relate to providing the individual student with guidance in reading; these results support the findings discussed within the teaching function and further emphasize teacher desire for reading guidance services. Providing library orientation for new students and faculty, and publicizing the new acquisitions of the library were the other high priority guidance items of the respondents. The teachers favored individual over group guidance activities and preferred services related to print as opposed to audio-visual media.

The least preferred guidance services were those which fell below 2.917 (one standard deviation below the mean). This group includes item C1J, "Providing the individual student with guidance in reading through the maintenance of student reading records," and item C6F, "Publicize radio, television, and other media programs". The low mean ratings suggest that the teachers consider these activities as unimportant to the support of the school's educational objectives.

In summary, the teaching category of services

received the highest grand mean, and therefore the strongest preference rating, followed by the administration and guidance categories respectively. In addition, other analyses were made through the use of this second hypothesis group: the most and least preferred services of each category were determined by using the arbitrary cut-off point of .5 standard deviation above and below the grand mean for the teaching function, and 1 standard deviation above and below the grand means for the administration and guidance categories. This investigation, although not directly related to the testing of hypothesis II, was of interest in its own right and yielded further information relevant to teacher priorities for school media services. The evidence presented led the investigator to reject hypothesis II tested in this study: teacher preferences for school media service do not differ on the basis of the job functions (teaching, administration, and guidance activities) of a school library media generalist.

HYPOTHESIS III:

Teacher preferences for school media service functions do not differ on the basis of:

A. Sex

B. Age

C. Subjects areas presently teaching

D. Educational Attainment

E. Years of Teaching Experience

This third major hypothesis group was formulated to investigate the extent to which teacher preferences are

affected by personal characteristics of sex and age and factors relating to the respondents' teaching area, educational preparation, and professional experience. Analysis of the data consisted of the computation of the mean preference rating for media services for sub-groups of the population (males, females, twenty to thirty year olds, vocational teachers, and the like). The two-tailed t-test of probability for determining the significance of a difference in means between any one subgroup and the total of the other respondents was used. Relationships which met or were less than the .05 level of probability were reported; i.e., the probability of getting the value by chance is five times in one hundred trials.

HYPOTHESIS III-A:

Sex of the Respondent. The effect of the sex of a teacher on preferences for media services was the independent variable tested by this sub-hypothesis. The findings of this study reveal no statistically significant difference between mean scores (see Table V), and therefore the hypothesis that there is no difference between males and females was accepted.

Table V

Relationships Between Sex of Respondents and Mean Scores on Preferences for Library Service Functions

FUNCTION	Mean Score(a) Males N=29	Females N=19	2-tailed probability level
Teaching	4.000	4.158	.448
Administration	3.586	3.790	.221
Guidance	3.517	3.474	.803

(a) High mean score indicates greater preference.

HYPOTHESIS III-B:

Age of the Respondent. The population was segmented into three age groups: twenty to thirty years of age, thirty-one to forty years of age, and forty-one years and over. The mean score for the service preferences of each age group was compared to the mean score of the remaining respondents (see Table VI).

Table VI

Relationships Between Age of Respondents and Mean Scores on Preferences for Library Service Functions

FUNCTION	Mean Scores		2-tailed probability level
	A. 20-30 yrs. (N=13)	All Others (N=35)	
Teaching	4.308	3.971	.139
Administration	3.846	3.600	.178
Guidance	3.615	3.457	.410
	B. 31-40 yrs. (N=20)	All Others (N=28)	
Teaching	4.050	4.071	.918
Administration	3.550	3.750	.225
Guidance	3.500	3.500	1.000
	C. 41 yrs. and over (N=15)	All Others (N=33)	
Teaching	3.867	4.152	.192
Administration	3.667	3.667	1.000
Guidance	3.400	3.546	.429

Differences in age of the respondents did not yield means which were significantly different on preferred service functions of a school media generalist, as shown in Table VI. Therefore, the hypothesis that there is no difference in preferences between age groups must be accepted.

HYPOTHESIS III-C:

Subject Areas Presently Teaching. To test this sub-hypothesis, the teachers were divided into three groups on the basis of whether they taught a subject in the humanities area, science-math area, or vocational area. Thirty-three percent of the teachers who participated taught a humanities

subject, twenty-five percent taught in the science-math area, and forty-two percent of the respondents were vocational subject teachers. The mean score for service priorities of each subject area group was compared to the mean score of the other teachers (see Table VII).

TABLE VII

Relationships Between Subject Area Taught and Mean Scores on Preferences for Library Service Functions

FUNCTION	Mean Scores		2-tailed probability level
	A. Humanities (N=16)	Others (N=32)	
Teaching	4.188	4.000	.385
Administration	3.688	3.656	.857
Guidance	3.750	3.375	*.034
	B. Science-Math (N=12)	Others (N=36)	
Teaching	4.083	4.056	.906
Administration	3.750	3.639	.556
Guidance	3.583	3.472	.573
	C. Vocational (N=20)	Others (N=28)	
Teaching	3.950	4.143	.350
Administration	3.600	3.714	.491
Guidance	3.250	3.679	*.011

*Level of significance = .05

Analysis of the data revealed a statistically significant difference in mean scores for the guidance function between teachers of the humanities and others, and between vocational teachers and others. Respondents teaching subjects within the humanities had a significantly higher preference rating for services within the guidance function, and vocational

area teachers preferred this group of services significantly less than the other teachers. Sub-hypothesis III-C with respect to the guidance function was therefore rejected.

HYPOTHESIS III-D:

Educational Attainment. A teacher's educational background was another factor investigated to determine any possible effect it may have on teacher preferences for school library services. Three groups of teachers were identified with regards to educational attainment: those with a teaching certificate only, those holding a Bachelor's Degree and those who have done graduate school work. An analysis of the data (see Table VIII) does support the hypothesis that no statistically significant difference in preferences is due to the varying educational background of the teachers. Consequently hypothesis III-D was accepted.

Table VIII

Relationships Between Educational Attainment and Mean Scores on Preferences for Library Service Functions

FUNCTION	Mean Scores		2-tailed probability level
	A. Teaching Certificate (N=7)	Others (N=41)	
Teaching	3.857	4.098	.405
Administration	3.429	3.707	.226
Guidance	3.143	3.561	.080
	B. Bachelor's Degree (N=28)	Others (N=20)	
Teaching	3.964	4.200	.252
Administration	3.679	3.650	.863
Guidance	3.536	3.450	.621
	C. Graduate Work (N=13)	Others (N=35)	
Teaching	4.333	3.972	.121
Administration	3.750	3.639	.556
Guidance	3.583	3.472	.573

HYPOTHESIS III-E:

Years of Teaching Experience. To test this hypothesis, the teachers were divided into three groups: those with one to five years of experience, six to ten years, and those with eleven and more years of teaching experience.

Table IX

Relationships Between the Extent of Teacher's Experience and Mean Scores on Preferences for Library Service Functions

FUNCTION	Mean Scores		2-tailed probability level
	A. 1-5 yrs. (N=10)	Others (N=38)	
Teaching	4.300	4.000	.230
Administration	3.900	3.605	.139
Guidance	3.700	3.447	.227
	B. 6-10 yrs. (N=22)	Others (N=26)	
Teaching	3.955	4.154	.329
Administration	3.591	3.731	.393
Guidance	3.455	3.539	.625
	C. 11 and over (N=16)	Others (N=32)	
Teaching	4.063	4.063	1.000
Administration	3.625	3.688	.719
Guidance	3.438	3.531	.605

It might be presumed that teachers with more working experience would have had more exposure to school libraries and would very possibly have more definite priorities in terms of what media services they would like emphasized, than people with limited teaching experience. However, the data as shown in Table IX failed to indicate this tendency, and the hypothesis that there is no difference in preferences for media services between teachers of varying experience, was accepted.

Investigation of hypothesis III revealed few factors which contribute to differences in preferences for media service functions among the teacher respondents. A

significant difference in preferences was found however, within the guidance function area: teachers of the humanities had a significantly higher preference rating than others, and vocational teachers rated this function significantly lower than did others. This variation in preferences may be a reflection that the present philosophy of humanistic education and affective learning is more predominant among teachers of the humanities than among vocational teachers who possibly place greater emphasis on practical and applied knowledge as opposed to theories, concepts, and guidance techniques.

HYPOTHESIS IV:

Teachers whose professional training included instruction in library use:

A. View the media center as a crucial part of a school's educational processes.

B. Consider the media center absolutely necessary for performing their teaching duties.

This fourth major hypothesis group was designed to investigate the relationship between professional training in library use and teachers' views of the media center as a component of the school's total instructional program. Analysis of the data involved the development of crosstabulations, (see Tables X and XI) which displays the distribution of cases as defined by the variables of coursework in library use, view of the media center as a crucial part of the school's educational processes, and the necessity of the

media center for carrying out teaching duties.

HYPOTHESIS IV-A:

Viewing the Media Center as Part of the Educational Program. When the media center is merely "that room down the hall," it is easy to see what it is and what it is not. However, as the school media program attempts to penetrate all aspects of the educational program, it becomes less visible. It may be reasonable to predict that people who have had some professional training in library use would see the total value of the educational program and recognize that teaching and learning materials - with their accompanying technologies - must be an indispensible part of the total instructional program.

Of the total number of respondents, 20.8 percent indicated that they have taken a course in library use at some point in their training. The results of this study reveal that 90 percent of these teachers who have library-related training view the media center as a crucial part of the school's educational processes (see Table X). This strong evidence led to the acceptance of hypothesis IV-A.

Table X

View of the Media Center

	Crucial	Supplementary
Library Education	a) 9 b) 90.0	1 10.0

a) Count
b) Row Percent

HYPOTHESIS IV-B:

Importance of Media Center in Performing Teaching Duties. This hypothesis was formulated to investigate teachers' attitudes on whether or not a media center is indeed absolutely necessary for the performance of teaching duties. In relating the media center program to the individual teacher's unique combination of needs and instructional objectives, the question of the full integration of the media program with the school curriculum is brought into sharper focus. The relationship is moved from the abstract, media center - educational program interface, to the more direct and personal, media center - teacher interface. Analysis of the data as shown in Table XI, yielded positive results in that 70 percent of the teachers who have had library related coursework judged the media center as absolutely necessary for performing their teaching duties. On this basis, hypothesis IV-B was accepted.

Table XI

Importance of the Media Center

	Absolutely Necessary	Not Absolutely Necessary
Library Education	a) 7 b) 70.0	3 30.0

a) Count
b) Row Percentage

Although forty-two (87.5 percent) of the participants did not comment in response to the open-ended questions

on the survey form, examining the written suggestions does provide some further valuable information. Respondents listed services, not included in the questionnaire, that they believed to be important for the full use of media center resourses. Services related to meeting the need of teachers included: providing lists of reference books; instruction in the care and maintenance of audiovisual equipment; monthly conferences between teachers and the librarian to discuss new material; and, materials about technology which compare Canadian vocational training to that of countries such as Japan and Germany. Suggestions which pertain to meeting the needs of students included: teaching the effective use of the library and maintaining a quiet place to read (two respondents). Services to "others" emphasized: opening the library to the public (two respondents), providing stricter control of students and materials, and displaying all new acquisitions. Only one response was given to the request for ideas related to reading guidance for student groups: maintaining a vertical file for special projects. These additional ideas are possible alternatives and strategies for adjusting the media program to best meet user needs.

Chapter 5

CONCLUSIONS AND RECOMMENDATIONS

A keyword for a school media center is "service". No center can justify its existence if it is merely a storehouse for equipment and materials. The media center serves as a teaching instrument within the overall frame-work of the school. A very essential purpose should be to make teaching more effective through the use of a full range of multi-media teaching materials and services. This can be accomplished by stimulating interest in, explaining the value of, and providing instruction in the use of educational media. This is a prime responsibility of school librarians. They must collect, assess, and utilize informatio from the users of the media program in order to identify their needs and preferences and to develop possible alternatives and strategies within the program so as to best satisfy those defined priorities. This is necessary if the media program is to be fully integrated with a school's total educational program. Media services are the connecting link of the media program to the toal educational system.

The purpose of the present study was to explore the problem of investigating secondary school teacher preferences for school library media services. The investigation was based on the assumption that the contribution of the school library to the total school program is conditioned to a

great extent by the importance teachers assign to library resources in achieving the teaching objectives of their courses, and by use made of the materials in their teaching. The technique used in this study provided the opportunity to assess preferences, clarify functions of the role of the school librarian, promote understanding, and overcome teacher resistance to the media program. Because educational systems are dynamic, this process of isolating the service needs and concerns of users optimally must be a continuous process.

Major Findings

This study was directed primarily toward testing the following hypotheses as they relate to the study population of teachers from the Selkirk Regional Comprehensive High School in Selkirk, Manitoba, Canada:

I. The teachers rank over 51 percent of the services as important or essential.

II. Teacher preferences for school media services do not differ on the basis of job functions (teaching, administration, and guidance activities) of a school library media generalist.

III. Teacher preferences for school media service functions do not differ on the basis of:

A. Sex

B. Age

C. Subject areas presently teaching

D. Educational attainment

E. Years of teaching Experience

IV. Teachers whose professional training included instruction in library use:

A. View the media center as a crucial part of a school's educational processes.

B. Consider the media center absolutely necessary for performing their teaching duties.

Results of Testing Hypotheses

The first hypothesis tested-that over 51 percent of the services would be ranked as important or essential by the teachers - was accepted. Forty-eight (58.5 percent) of the suggested services were ranked by the respondents as essential or important for the best support of a school's educational objectives. The second hypothesis, was rejected as it was found that teacher preferences for media services do differ on the basis of the teaching, administration, and guidance functions of a school media generalist. The mean preference ratings differed significantly between all three functions; the teaching service area was most preferred, the administration area ranked second, and the guidance function area was third in the hierarchy of priority ranking.

Testing relationships between teacher preferences for school media service functions and selected factors of the teacher - i.e., sex, age, subject area taught, educational background, and years of teaching experience (hypothesis III) produced two minor findings. Teachers of the

humanities had a statistically significant higher preference rating than did others for activities within the guidance function area (see Table VI); and, vocational teachers gave significantly lower priority to guidance services than did the other respondents. The last hypothesis tested in this study - that teachers who have had professional training in library use would view the media center as crucial to the educational program and as absolutely necessary for performing their own teaching duties - was accepted.

The major findings related to library media service priorities, as indicated by the study participants, were as follows:

1. The modal and mean responses of the teachers for each of the eighty-two services in the questionnaire were computed and ranked according to modal value, and were tabulated in Table II of Chapter IV. This table can have utilitarian value to media generalists, library and instructional technology educators, administrators, and school media supervisors as outlined in Chapter IV. More than half of the services (58.5%) were ranked as essential or important by the majority of the teachers. Although it is recognized that the kinds of questions asked will control the information received, it is argued that the high priority placed on the majority of items by most of the respondents

does reflect a high degree of teacher need for and value of media center services.

2. Teacher preferences for school media services do differ on the basis of job functions of the school librarian. The grand mean response for the teaching services was found to be the highest of the three major functions of teaching, administration, and guidance (see Table III). Preferences for teaching-related services, then, were found to be stronger than for the other services. Administration services were of second highest priority and guidance services ranked third.
3. Highest priority was given to: assisting (as opposed to teaching) the students in developing their reading abilities (item A1C); and, making available reference materials (item B11).
4. Lowest priority was given to: having the media professional arrange field trips (item B13); and, giving paperback books to students for their personal collection. These results reveal the teacher attitudes that it is not within the librarian's responsibility to arrange extended class activities and that the school library is not a charity program.
5. Although the teaching function received the highest preference rating, evidence indicates

that media generalists have yet to assume a total partnership role with the teachers in the instructional program of the school. "Assistance" services (A1A, A1B, A1C) for the development of reading, viewing, and listening skills were preferred over the corresponding direct teaching services (A2A, A2B, A2C).

6. Analysis of the data revealed that only one background factor - the subject area taught by the teacher - was statistically significant in relation to teacher preferences for guidance service activities. Teachers of the humanities rated this group of services significantly higher than other teachers, and vocational teachers rated guidance services significantly lower than did others. Therefore, the unique combination of personal attributes among teachers accounted for as much variation in their preference patterns as did characteristics such as sex, age, years of teaching experience, and educational attainment.
7. Ninety percent of the respondents who have had professional training in library use view the media center as crucial to the educational program of a school. Seventy percent of this group consider the media center absolutely necessary for performing their own teaching

duties.

8. The use of a rating scale, as opposed to a simple checklist, is a valuable tachnique for both determining media service priority patterns among groups of users and for educating teachers on the service concept of a library.

Recommendations:

Based upon the findings and conclusions made in this study, the following recommendations for further study are made:

1. The study as a whole should be replicated in other localities to ascertain whether the relatively high preferences for media services revealed in this survey are unique to the high school personnel in Selkirk, Manitoba, Canada.
2. Replication of the present study, from time to time, and in other places, would document changes in the service preferences of senior high school teachers and would provide a yardstick for the library profession, state and provincial Departments of Education, and school library and instructional technology educators.
3. Reproduction of the study utilizing different populations and/or different educational levels would provide valuable knowledge on a broader scale for additional theory formulation.

4. Refinements of the questionnaire developed for this investigation should be made to more precisely measure media service preferences of the user populations.
5. Teachers must be continuously involved in planning school library services.
6. The professional education of teachers should place more stress on the effective use of the library's resources and services.

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APPENDIX A

QUESTIONNAIRE

University of Minnesota Library School
Graduate Research Project

SCHOOL MEDIA SERVICES: WHAT ARE YOUR PREFERENCES?

The purpose of this study is to identify teacher preferences for school media services. The results of this survey may be useful to school librarians in planning services considered most important in meeting the needs of the students.

Directions

Rate your degree of preference for each activity by circling your response on the 5 point scale given below. Circle only one number for each task.

IN ORDER TO BEST SUPPORT THE EDUCATIONAL OBJECTIVES OF THE SCHOOL, THE SERVICE IS:

1 - NOT ESSENTIAL
2 - NOT IMPORTANT
3 - DESIRABLE
4 - IMPORTANT
5 - ESSENTIAL
X - NO OPINION

Sample Item:

1. Distribute to faculty a checklist of media center services. 1 2 3 4 (5) X

This would indicate that you consider it essential that the school librarian (media generalist) distribute a checklist of media center services to the teaching faculty.

Please complete all items

Definitions

1. Media - Printed and audiovisual forms of communication and their accompanying technology.

2. Media Center - The place(s) in the school where the full range of media, equipment, and services is available to students and teachers; the library and audiovisual departments; the instructional materials center.

PLEASE BEGIN

A. Function: TEACHING

Teaching refers to the guidance of the formal and informal learning of individuals and groups.

SERVICES IN AN EXEMPLARY SITUATION:

1. Assist young people to develop ability in
   a) listening 1 2 3 4 5 X
   b) viewing 1 2 3 4 5 X
   c) reading 1 2 3 4 5 X

2. Provide direct teaching of
   a) listening skills 1 2 3 4 5 X
   b) viewing skills 1 2 3 4 5 X
   c) reading skills 1 2 3 4 5 X

3. Provide instruction in the use of the media center to develop
   a) good study habits 1 2 3 4 5 X
   b) patterns of independent learning 1 2 3 4 5 X
   c) study and learning skills including use of appropriate non-print media 1 2 3 4 5 X
   d) critical evaluation of all media 1 2 3 4 5 X

4. Conduct and/or participate actively in in-service educational programs 1 2 3 4 5 X

5. Design programs related to materials, services, and policies of the media center 1 2 3 4 5 X

KEY:

1 - NOT ESSENTIAL
2 - NOT IMPORTANT
3 - DESIRABLE
4 - IMPORTANT
5 - ESSENTIAL
X - NO OPINION

B. Function: ADMINISTRATION

Administrative services or activities refer to the management of the ways and the means in order to achieve media center objectives. This function includes the identification, acquisition, organization, supervision, and evaluation of the use of funds, personnel, resources, and facilities to support the media center program.

SERVICES IN AN EXEMPLARY SITUATION:

1. Provide for the loan of materials from one library to another — 1 2 3 4 5 X

2. Utilize paperback books as part of the media center collection in the following manner:
   a) as multiple copies of books in heavy demand — 1 2 3 4 5 X
   b) for sale by the media center — 1 2 3 4 5 X
   c) for sale by another agency in the school — 1 2 3 4 5 X
   d) given free to students for personal collection — 1 2 3 4 5 X

3. Inform users on services and materials available at public, university and special libraries in the area. — 1 2 3 4 5 X

4. Organize the media center as a central unit
   a) for information on all community resources for education (human, museum, field trips, and the like) — 1 2 3 4 5 X
   b) for textbooks and other learning materials — 1 2 3 4 5 X
   c) for all faculty in ordering new media — 1 2 3 4 5 X

5. Place materials on reserve — 1 2 3 4 5 X

6. Provide hours of service to users beyond regular school hours — 1 2 3 4 5 X

7. Make available departmental (or auxiliary) special collections — 1 2 3 4 5 X

8. Make available general periodical and newspaper indexes, such as the Readers' Guide — 1 2 3 4 5 X

9. Provide facilities (carrels and the like) for individual study in the media center — 1 2 3 4 5 X

10. Making available career educational materials — 1 2 3 4 5 X

11. Making available reference materials — 1 2 3 4 5 X

12. Providing equipment and materials in microfilm — 1 2 3 4 5 X

13. Arrange field trips — 1 2 3 4 5 X

14. Inform faculty of media center services and resources — 1 2 3 4 5 X

15. Schedule classes in the media center — 1 2 3 4 5 X

16. Make available to the faculty, through a professional collection, knowledge of recent developments in subject areas and the general field of education — 1 2 3 4 5 X

17. Consult with other school and public librarians — 1 2 3 4 5 X

18. Keeping informed of coming assignments by regularly surveying forthcoming teaching units — 1 2 3 4 5 X

19. Invite public librarians to the school to promote services of public library — 1 2 3 4 5 X

20. Consult with teachers about desired additions to the library collection — 1 2 3 4 5 X

21. Making audiovisual materials and equipment available for use
   a) in the media center — 1 2 3 4 5 X
   b) in the classroom — 1 2 3 4 5 X
   c) in the home — 1 2 3 4 5 X

KEY:

1 - NOT ESSENTIAL
2 - NOT IMPORTANT
3 - DESIRABLE
4 - IMPORTANT
5 - ESSENTIAL
X - NO OPINION

---

22. Making print materials available for use
    a) in the media center — 1 2 3 4 5 X
    b) in the classroom — 1 2 3 4 5 X
    c) in the home — 1 2 3 4 5 X

23. Providing other services, such as:
    a) circulating publishers' announcements and catalogs — 1 2 3 4 5 X
    b) producing AV materials and assisting others in their production — 1 2 3 4 5 X
    c) assuming responsibility for the care and maintenance of AV equipment — 1 2 3 4 5 X
    d) providing multimedia resource collections for classrooms — 1 2 3 4 5 X

C. Function: GUIDANCE

The guidance role refers to the variety of group and individual techniques that are used to assist people in meeting their educational, recreational, and informational needs through the most effective use of the media center's materials, services, and facilities.

SERVICES IN AN EXEMPLARY SITUATION:

1. Provide individual student with guidance in reading through
    a) conferences with individuals — 1 2 3 4 5 X
    b) individualized reading lists — 1 2 3 4 5 X
    c) assistance in location of reading materials — 1 2 3 4 5 X
    d) assistance in selection of reading materials — 1 2 3 4 5 X
    e) parent-teacher-librarian conference — 1 2 3 4 5 X
    f) communication with guidance counselor — 1 2 3 4 5 X
    g) communication with teacher — 1 2 3 4 5 X
    h) a vacation reading program for students — 1 2 3 4 5 X
    i) long-term loans on books for summer reading — 1 2 3 4 5 X
    j) maintenance of reading records on students — 1 2 3 4 5 X
    k) reference assistance — 1 2 3 4 5 X

2. Provide
    a) a map of the media center — 1 2 3 4 5 X
    b) tours of the media center — 1 2 3 4 5 X
    c) a media center handbook (or a section in the school handbook) — 1 2 3 4 5 X
    d) orientation for
        i) new students — 1 2 3 4 5 X
        ii) new faculty — 1 2 3 4 5 X
    e) talks to adult groups on media center's materials — 1 2 3 4 5 X

3. Provide student groups with guidance in reading through
    a) class discussions — 1 2 3 4 5 X
    b) distribution of reading lists — 1 2 3 4 5 X
    c) displays and exhibits — 1 2 3 4 5 X
    d) book fairs — 1 2 3 4 5 X
    e) other (Please specify:_____) — 1 2 3 4 5 X

4. Give listening/viewing guidance through
    a) lists of recommended media — 1 2 3 4 5 X
    b) posting of information about mass media programs — 1 2 3 4 5 X
    c) free access to facilities for individual listening/viewing — 1 2 3 4 5 X
    d) circulation of media equipment and materials — 1 2 3 4 5 X

5. Media center staff
    a) involved with faculty on school curricula — 1 2 3 4 5 X
    b) plan and team with teachers for classroom media presentations — 1 2 3 4 5 X
    c) counsel teachers in the selection of AV materials — 1 2 3 4 5 X
    d) counsel teachers in the selection of books — 1 2 3 4 5 X

KEY:

1 - NOT ESSENTIAL	4 - IMPORTANT
2 - NOT IMPORTANT	5 - ESSENTIAL
3 - DESIRABLE	X - NO OPINION

---

6. Publicize

a)	new acquisitions of the media center	1 2 3 4 5 X
b)	school media center activities for students and teachers	1 2 3 4 5 X
c)	public library activities for teachers and students	1 2 3 4 5 X
d)	reviews and/or annotations of materials	1 2 3 4 5 X
e)	film programs	1 2 3 4 5 X
f)	radio, television, and other media programs	1 2 3 4 5 X

7. Please list other services that you feel are important for the full use of media center resources by

a) teaching staff

b) students

c) others

D. TEACHER'S BACKGROUND INFORMATION - CONFIDENTIAL

Education: Bachelor's Degree _____ Some Graduate Work _____
Master's Degree _____ Work Beyond Master's _____

Male _____ Female _____

Years of Teaching Experience:

1-5 yrs. _____ 11-15 yrs. _____ over 20 yrs. _____
6-10 yrs. _____ 16-20 yrs. _____

Grade(s) Presently Teaching _____
Subject Area(s) Presently Teaching _____

Your Age:

20-30 _____ 41-50 _____
31-40 _____ over 50 _____

Have you ever taken a university course, or part of another course, in library use?

Yes _____ No _____

In your field of teaching, is the media center absolutely necessary for performing your duties?

Yes _____ No _____

I view the media center as (check one):

a) a crucial part of the school's educational processes _____
b) supplementary to the school's major educational processes _____
c) less than important to the school's educational processes _____

THANK YOU!

APPENDIX B

LETTERS

EXHIBIT 1

APPENDIX B

University of Minnesota Library School
Graduate Research Project

Box F-7, Library School
419 Walter Library
117 Pleasant Street S.E.
University of Minnesota
Minneapolis, Minn. 55455
April 23, 1978

W. Regehr
Superintendent of Schools
Lord Selkirk School Division No. 11
205 Mercy Street
Selkirk, Manitoba, RIA 2C8

Dear Mr. Regehr:

What services would maximize teacher use of the school library media center? To answer this question, I am studying teacher service preferences. The results may be useful to school librarians as they plan services to meet the student needs.

I am seeking your permission to enlist the participation of the teachers of the Selkirk Regional Comprehensive High School in this effort. A survey form, a copy of which is enclosed, would be distributed by mail and requires approximately 25 minutes to complete. The information gathered would remain anonymous. The survey's questions refer to an imaginary school media center that is exemplary in nature and does not have budgetary and personnel constraints.

In anticipation of the many tasks that must be completed in order to carry out this projected study, may I have a response from you by May 1st? The first or second week in May would be an ideal time to administer the questionnaire to teachers. If you do agree to the implementation of this project, I will then contact Mr. Dyck and Mr. Petrowski regarding further plans.

Thank you for your consideration.

Yours truly,

Lois Sigfusson

Lois Sigfusson

Enclosure